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ABSTRACT

The goals of early childhood educators are commonly expressed in terms of social and intellectual development. The Coping Ananlysis Schedule for Education Settings (CASES) is designed to measure social development. Its use in programs designed to increase social skills and coping ability in the school environment is described. The presentation will include discussion of performance criteria, CASES categories, relationships of CASES categories to dimensions of personality derived from ego theory, CASES Styles reflecting personality types, methods of training observers, observer reliability, data gathering procedures, data processing, results of validity studies, and program evaluation using CASES behavior style coefficients as dependent variables. (Author)

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THE COPING ANALYSIS SCHEDULE FOR EDUCATIONAL SETTINGS (CASES)

The Coping Analysis Schedule for Educational Settings (CASES) was developed over a period of approximately seven years as a result of more than 1,000 case studies of normal children in on-going public school classrooms, Head Start centers, and other educational settings. Its categories are based on ego theory and reflect a number of dimensions of personality development.

It was designed to measure the process of normal personality development and socialization occurring in structured settings. It consists of 13 basic categories of "coping" behaviors[1] identified by descriptive statements. Subscripts are added to six categories to allow coding of child behavior in terms of adult or cultural expectations (as determined by the setting). The expanded list numbers 19 categories. A brief form of CASES is given in Appendix A.

CASES categories are arranged with more active coping categories grouped at one end and more passive categories at the other, but the numbers do not represent a scale. Various psychological dimensions were used in the development of the schedule. Basic to its development were the concepts of "integrative" and "dominative" social behavior as delineated in the work of H.H. Anderson. In addition to the generally "active" and "passive" styles of child response to environmental stimuli, CASES includes categories which reflect "overt aggression," "passive aggression," " independence," "autonomy," "dependence," "avoidance," and "withdrawal."

The Coping Analysis Schedule for Educational Settings (CASES) permits the coding of all observable behavior in the classroom into one or another of the 19 categories. Of the 13 basic categories, all but one, "responding to internal stimuli" (12), are designed to characterize a person's economy with the external environment. How a given individual manages this economy is

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[1] The term "coping" and many of the ideas implicit in CASES came from the work of Lois Murphy, especially from her book, Methods for the Study of Personality in Young Children. New York: Basic Books, 1956.

assumed, in this system of analysis, to be of crucial importance in the development of his social relations and, ultimately, his overall cultural adequacy. The particular categories delineated in CASES were refined empirically through individual case studies conducted by students and research personnel at the Universities of Illinois, Hofstra, and Duke over a period of seven years. In its present form CASES provides a comprehensive technique of characterizing overt behavior in the classroom (or in any social setting). Combinations of category frequencies are normally used to produce coefficients representing six "styles" of coping behavior and an overall coefficient which reflects an individual's overall coping competency in the type of settings observed. The six styles are based on the literature on personality development and are identified by letters and descriptive terms as follows:

Style A: Dominative, active, annoying, bothering, controlling
Style B: Resistant, passive aggressive, delaying, cautious
Style C: Dependent, passive, withdrawn, fearful, watchful
Style D: Talkative, peer dependent, social, gregarious
Style E: Obedient, submissive, compliant, conforming, cooperative
Style F: Assertive, thoughtful, socially integrative, productive

The instrument is open ended in the sense that it may be used by a variety of teachers and researchers for a variety of goals. It is useful as a means of measuring change in the overall process of socialization as well as providing day to day feedback to teachers on the effectiveness of specific techniques of classroom management and instruction. It has been used effectively with children as young as two. It has also been used to measure coping styles in adults in retirement homes, university classes, and hospital wards. Attempts to use it with severely autistic children have been generally unsuccessful since most or all of the observed economy with the environment is unconventional and uninterpretable in ego terms.

CASES data can be taken continuously or by means of time sampling techniques. Individual profiles or group norms by category or style can readily be obtained. The most useful analysis involves the use of CASES "styles" Coefficients or the Overall CASES Coefficient of coping competency (See Appendix A).

Observers can be trained in approximately two to three weeks. It is customary to obtain reliabilities of observation and recording in the high eighties of low nineties. The primary method of training is simultaneous observation of selected children (representing differing coping "styles") by two observers. Data are gathered first by the method of specimen description (followed by coding of the description outside the classroom) and later by coding in vivo as the behavior occurs (on first a 30 and then a 15 or 10 second sampling schedule).

Group training is possible by means of video tape recordings. The same procedure is used as in the live situation, although the video tape arrangement permits replay and analysis at each point in the flow of behavior. With video tape equipment it is possible to skip the use of specimen descriptions and obtain reliability by coding short sequences of video tape and then reviewing the sequences several times to clarify coding disagreements.

Data are normally gathered using a data sheet with columns marked for each CASES category. The totals for each category are transferred to the work sheet to obtain the six Style Coefficients and the Overall CASES Coefficient (Examples are given in Appendix A).

The Style Coefficients are designed to reflect the responses of teachers (and/or others) to the proportions of child behavior exhibited in each CASES Coping Style. When a Style Coefficient reaches a value of 1.00 the behavior pattern is regarded as dominant or "visible" to most observers. The "visibility" threshholds for each of the six CASES Coping Styles were obtained empirically and reflect the perceptual awareness of types of pupil behavior by teachers in conventional or traditional school settings. The coefficient value of 1.00, therefore, is a relative value and is useful as a rule of thumb in determining the type of treatment most likely to be effective in modifying the process of socialization for a given child. Style E and F Coefficients, also, have been found to be distributed approximately normally in several conventional settings and can be used as behavioral objectives in

specific classroom intervention programs. For example, a target value of 1.00 in Style E behavior in teacher directed settings or in Style F in all settings can be used as a performance criterion.

The Overall CASES Style Coefficient is especially useful as a target variable since it is weighted to reflect cultural expectations in normal personality and social development. It has been found normally distributed and correlated positively with reading and vocabulary development in a study of disadvantaged children in North Carolina.

School Lawrence (Teacher: Moore) Observer C.R.

Grade 2nd (Sally Lindley) Date 4/26/71

CASES Data Sheet

Beginning Time 10:12 End Time 10:19

Setting (situation and activity) Group meeting to discuss information to be used in filling out an information sheet about a grocery store. Teacher directed, listening, watching, oral response setting (TD-LV-A-O)

Time	CASES CATEGORY 1	2	3	4	5	6	7	8	9	10	11	12	13	STARS* Teacher	Cog.	Soc.	Notes and Setting Changes
:00						1											
10							1										
20								1									
30										1							
40											1						
50						1											
1:00								b									
10								b									
20							1										
30					b												
40							1										
50										1							
2:00						1											
10					b												
20											1						
30											1						
40											1						
50											1						
3:00						1											
10						1											
20									1								
30					b												
40								1									
50							1										
4:00										1							
10											1						
20												1					rubbing face
30										1							
40										1							
50					b												
5:00										1							
10										1							
20										1							
30					b												
40					b												
50					b												
6:00						1											
10		1															
20					b												
30	1																
40							b										
50							b										
a Freq	1	1				6	4	2	1	8	6	1					
b ~~%age~~					8		2	2									

*Teacher behaviors are coded immediately following CASES time samples. STARS codes are used in cognitive (cog.) or social behavior (soc.) columns as appropriate.

Fig. 1. Sample record sheet to gather pupil data using CASES and STARS.

Appendix A

A Coping Analysis Schedule
for Educational Settings (CASES)*

(Brief Form for Quick Reference)**

1. Aggressive Behavior:
Direct attack: grabbing, pushing, hitting, pulling, kicking, name-calling; destroying property: smashing, tearing, breaking.

2. Negative (Inappropriate) Attention-Getting Behavior:
Annoying, bothering, whining, loud talking (unnecessarily), attention getting aversive noise-making, belittling, criticizing.

3. Manipulating, Controlling, and Directing Others:
Manipulating, bossing, commanding, directing, enforcing rules, conniving, wheedling, controlling.

4. Resisting:
Resisting, delaying; passive aggressive behavior; pretending to conform, conforming to the letter but not the spirit; defensive checking.

5. Self-Directed Activity:
Productive working; reading, writing, constructing with interest; self-directed dramatic play (with high involvement).

6. Paying Close Attention; Thinking, Pondering:
Listening attentively, watching carefully; concentrating on a story being told, a film being watched, a record played; thinking, pondering, reflecting.

7. Integrative Sharing and Helping:
Contributing ideas, interests, materials, helping; responding by showing feelings (laughing, smiling, etc.) in audience situations; initiating conversation.

8. Integrative Social Interaction:
Mutual give and take, cooperative behavior, integrative social behavior; studying or working together where participants are on a par.

9. Integrative Seeking and Receiving Support, Assistance and Information:
Bidding or asking teachers or significant peers for help, support, sympathy, affection, etc., being helped; receiving assistance.

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* C 1966, Robert L. Spaulding

** Revised August 12, 1968.

10. Following Directions Passively and Submissively:
Doing assigned work without enthusiasm or great interest; submitting to requests; answering directed questions; waiting for instructions as directed.

11. Observing Passively:
Visual wandering with short fixations; watching others work; checking on noises or movements; checking on activities of adults or peers.

12. Responding to Internal Stimuli:
Daydreaming; sleeping; rocking or fidgeting; (not in transaction with external stimuli).

13. Physical Withdrawal or Passive Avoidance:
Moving away; hiding: avoiding transactions by movement away or around; physical wandering avoiding involvement in activities.

Note: Categories 3, 5, 6, 7, 8, and 9 are further coded as a or b in structured settings to indicate appropriate or inappropriate timing or location of activity (based on the teacher's expectations for the setting). Example: 5a would be recorded when a child was painting during art period (when painting was one of the expected activities). Painting during "story time" or in an academic setting would normally be coded 5b. The code b represents behaving in a certain coping category at the "wrong" time or place. What is "right" or "wrong" is based on the values and goals of the teacher or authority responsible in a given situation.

A child might be sharing with another child in an integrative manner (7) some bit of information the teacher regarded as highly inappropriate. It would be coded as 7b since it was an integrative act of sharing occurring at the "wrong" time in the "wrong" place, from the point of view of the teacher.

CASES Computation Work Sheet

School Lawrence Teacher Moore Observer C.R. Date 4/26/71

Subject (Child's code name) Sally Lindley Setting TD-LV-A-O (Group meeting)

CASES f		STYLE A		STYLE B	
1	1	1	1	4	
2	1	2	1	5b	8
3a		3b		6b	
		Total A	2 (2)	Total B	8 (4)
4b		(2) ÷ (1) =	.048 (3)	(4) ÷ (1) =	.191 (5)
4		(3) ÷ .03 =	1.59 (A)	(5) ÷ .10 =	1.91 (B)
5a					
5b	8	STYLE C	9b	STYLE D	7b 2
6a	6		11 6		8b 2
6b			12 1		9b
7a	4		13		Total D 4 (8)
7b	2		Total C 7 (6)		(8) ÷ (1) = .095 (9)
8a	2		(6) ÷ (1) = .167 (7)		(9) ÷ .15 = .64 (D)
8b	2		(7) ÷ .15 = 1.11 (C)	STYLE F	3a
9a	1	STYLE E	5a		5a
9b			7a 4		6a 6
10	8		9a 1		7a 4
11	6		10 8		8a 2
12	1		Total E 13 (10)		Total F 12 (12)
13			(10) ÷ (1) = .31 (11)		(12) ÷ (1) = .29 (13)
			(11) ÷ .80 = .39 (E)		(13) ÷ .85 = .34 (F)
f	42 (1)				

Overall CASES Coefficient

Step 1		Step 2		Step 3	Step 4
Style A Coefficient	1.59 (A)				
" " B " "	1.91 (B)	(14) ÷ (15) =	.773	x 1 =	.77
" " C " "	1.11 (C)				
Sub-Total (A+B+C)	4.61 (14)				
Style D Coefficient	.64 (D)	÷ (15) =	.107	x 2 =	.21
" " E " "	.39 (E)	÷ (15) =	.070	x 3 =	.21
" " F " "	.34 (F)	÷ (15) =	.057	x 4 =	.23
Total (A+B+C+D+E+F)	5.98 (15)	Total	1.007	Total	1.42